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ABSTRACT

The Competitive Employment through Vocational Experience (CETVE) Project was a 2-year, federally funded model transitional program for secondary-level handicapped students. The model involved use of competitive work experience to provide severely vocationally handicapped students with a work history prior to graduation. CETVE students were provided with supervised competitive work experience in conjunction with job coaching and written transition plans. The five phases in the service delivery model included: (1) identifying handicapped students who need CETVE services, (2) screening identified students to determine initial employment skills and deficits, (3) placing students in a competitive work experience, (4) training students on-the-job via job coaching, and (5) providing follow-along services to ensure job retention. Of the 11 students served who were graduated from high school, seven obtained full-time employment, one acquired part-time employment, two enrolled in a community college, and one became unemployed. Factors that school systems need to consider when replicating this transitional model include: interagency cooperation, transportation, liability, and community-based training. Sample forms are located in an appendix and include a student employment screening form, a job analysis form, a job/student compatibility analysis form, and a form for supervisors' evaluations of employees. (JDD)

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Providing Supported Work Experience Through Job Coaching

CETVE Monograph #1

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The Competitive Employment Through Vocational Experience (CETVE) Project was a two-year, federally funded model demonstration transitional program for secondary level handicapped students (Grant #G008530175). The CETVE model centered around the use of competitive work experience to provide severely vocationally handicapped students with a work history prior to graduation. CETVE students were provided with supervised competitive work experiences in conjunction with job coaching and written transition plans.

CETVE served 13 students including 3 students with mild mental handicaps, 3 students with moderate mental handicaps, 2 students with learning disabilities, 3 students with physical handicaps, 1 student with a hearing impairment, and 1 student with severe head injuries. Table 1 presents a summary of the placement outcome data collected for each student served.

In the two-year funding period CETVE served 11 students who graduated from high school. Of these 11 graduates, 7 are employed full-time, 1 is employed part-time, 2 are enrolled in a local community college, and 1 is unemployed. These figures are well above the national averages for employment rates of special education high school graduates.

The CETVE Model

Figure 1 presents a flowchart of the CETVE Cooperative Service Delivery Model. The five phases in the service model involve: (a) identifying handicapped students who need CETVE services; (b) screening identified students to determine initial employment skills and deficits; (c) placing students in a competitive work experience; (d) training students on-the-job via job coaching, and; (e) providing follow-along services to ensure job retention.

The remainder of the monograph will describe each of the model's five phases focusing on the specific roles of the job coach, school personnel (special and vocational education teachers, occupational therapist), school-based Vocational Rehabilitaion (VR) counselor, parents, and business and industry personnel. In a successful cooperative model, all individuals must be actively involved. The final section will deal with considerations for replicating CETVE. (Note: Copies of all forms referred to in the remainder of the monograph can be found in Appendix A.)

Identification

Initial identification of CETVE participants was determined by the job coach in consultation with classroom teachers, the school-based Vocational Rehabilitation counselor, parents, and students. Participants selected to take part in CETVE were chosen not on the basis of their specific disability but on the basis of their need for

Table 1

Employment Outcomes of Students Placed by CETVE Since February, 1986

Student	Age	Exceptionality	Employer	Occupation	Wage (per Hour)	Hours (per Week)	Length (weeks of Employment)	Job Coach Hours)	Total Hours	Total Wages Earned
1	19	Educable (ADAP) Mentally Handicapped	Delta Cleaning Service	Janitor	$3.35	15	26	82	390	1,307
			Brok Mfg.	Packager	4.00	40	53	79	2,120	8,480
*2	18	Educable Mentally Handicapped	Delta Cleaning Service	Janitor	3.35	15	25	4	375	1,256
			Brok Mfg.	Packager	4.25	40	54	12	2,160	9,180
3[a]	18	Physically Impaired	Voluntary Action Center	Clerical Assistant	3.35	9	24	26.5	216	724
4[b]	19	Physically Impaired	Components Assembly Division	Assembler	3.35	15	14	13.5	210	704
**5	18	Learning Disabled	Equitable Insurance	Clerical	4.25	20	17	8	340	1,445
			Brok Mfg.	Packager	4.00	40	28	15	645	2,580
6	19	Educable Mentally Handicapped	Quality Inn	Busperson	3.35+ tips	35-40	58	32	2,030	6,800
7[c]	19	Head Injury(ADAP)	Brof Mfg.	Packager	3.35	40	5	178	200	670
8[d]	19	Hearing Impaired	Delta Cleaning Service	Janitor	3.35	15	18	15	270	905
**9	18	Trainable(ADAP) Mentally Handicapped	Presbyterian Hospital	Janitor	4.40	40	41	66	1,000	4,400

Table 1

Page Two

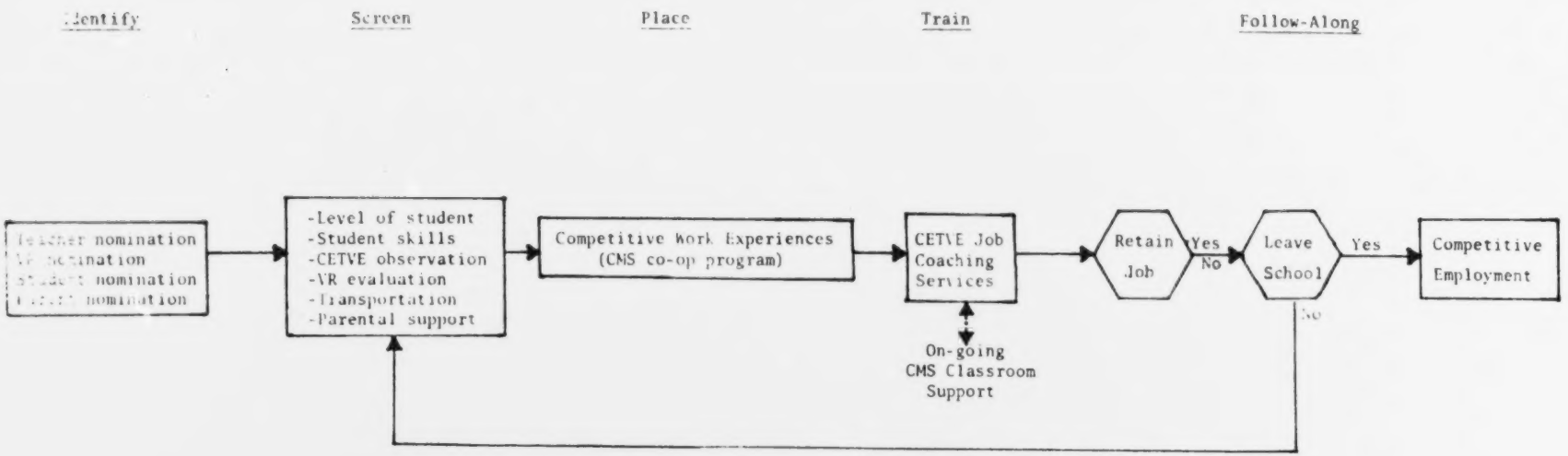
Student	Age	Exceptionality	Employer	Occupation	Wage (per Hour)	Hours (per Week)	Length (weeks of Employment)	Number of Job Coach Hours	Total Hours	Total Wages Earned
10[e]	17	Educable Mentally Handicapped	Unitarian Church of Charlotte	Receptionist	3.35	15	2	21	30	101
11[f]	19	Physically Impaired	Unitarian Church of Charlotte	Receptionist	3.35	15	14	30.5	210	704
*12	18	Learning Disabled	Brok Mfg.	Packager	4.00	15	29	21	660	2,640
**13	18	Trainable(ADAP) Mentally Handicapped	Morrison Group	Janitor	4.00	17.5	23	52.5	403	1,451
14[g]	18	Trainable(ADAP) Mentally Handicapped	Catherine's Restaurant	Dishwasher	3.75	24-32	12	108	288	1,080
							Total Hours:	11,547	Total Wages Earned:	$44,427

17 = job sites
14 = clients
3 = 2 job training environments

a = released 10/31/86 - laid off (CETVE seeking new job placement)
b = released 7/30/86 - (job separation due to client's health and subsequent surgery)
c = released 8/22/86 - terminated (medical issues caused job separation)
d = resigned 1/17/87 - (attends community college)
e = released 11/07/86 - terminated (found part-time work through family)
f = resigned 2/06/87 - (to enter community college)
g = released 6/03/87 - inappropriate social behavior
* = went from part-time to full-time after graduation.
** = received increase in pay

Figure 1

CETVE Cooperative Service Delivery Model



employment training and support. Typically, handicapped students served by CETVE demonstrated the following: (a) deficits in work skills, social skills, or independent living skills that facilitate employability; (b) family/parent support of the students' efforts to achieve a successful transition from school to work, and; (c) willingness to participate in competitive, part-time work experience prior to graduation.

The typical identification/initial referral process involved having the job coach contact both the special education and vocational education teachers and the VR Counselor on a weekly basis to update the job coach's list of students who could use CETVE services. Parents and students were also able to make referrals by contacting the job coach at school or by telephone.

Screening

The initial step in this phase of the model is for the job coach to conduct a home visit to meet with the student and their parent(s) and/or guardian(s). At this meeting a number of issues are raised to determine the amount of parental support the student will receive for working. Issues to be discussed include: (a) working hours, (b) transportation, (c) the effects of working on supplemental income, (d) the role of the job coach, (e) release from school, and (f) additional parental concerns. (See CETVE Monograph #2 - Answers for Parents for more information about these, and other issues.) Once it is determined that parents will provide adequate support for their working student the job coach begins the process of making a compatible job/student match.

Gathering student information. Form A was the primary vehicle used by the job coach to gather employment-related information about each student. As can be seen information gathered to complete Form A ranges from transportation, to communication, and functional academics. To successfully complete Form A the job coach must gather information from parents, teachers (both vocational and special education), vocational rehabilitation counselors (e.g., results of any vocational evaluations conducted), and occupational and physical therapists (for stamina and dexterity information).

Once collected, each student's strengths and weaknesses are compared with different job analyses to determine job/student compatability. Job analysis will be discussed in more detail later, however, the area of job development will first be discussed.

Job development. Job development involves finding a variety of businesses/employers who are willing to hire a person with handicaps who will receive job coaching. Because of its importance, job development may initially consume all of the job coach's time. In

fact, on-the-job coaching can not occur until the first job is secured.

While the process may seem simple, job development requires much time, effort, and planning. The following four-step procedure has proven successful for CETVE.

1. Locate potential employers. Finding employers with job openings can often be frustrating. The local newspaper can be one source, another source can be your Vocational Rehabilitation (VR) Counselor. VR Counselors have their own job development network and often are aware of many potential employers. One technique that has proven successful for CETVE is what we call the "drive-by" method. Job coaches learn to ask all of their social and professional contacts for job leads. Many excellent jobs were secured for CETVE students when the job coach used every opportunity to screen potential job sites while visiting restaurants, business establishments, etc. during her leisure time. These contacts were followed up by setting a formal meeting with the managers during her working hours. Simply stated the job coach is always on the lookout for companies which "look like" they would have jobs our students could perform.

While it is easy to become frustrated with job development, remember, once a few successful placements have been made the referral network will begin to work for you (employers will actually call you!)

It is essential to remember that job development is a "numbers game." The more contacts you make with potential employers the more likely it is that you will secure a job for your students. However, to land a job you will first face a number of negative responses. When this happens it is helpful to examine your "sales pitch" and improve or refine your method of selling job coaching in your job development efforts.

2. Contact potential employers. Once potential employers are identified the job coach should contact each employer by telephone. During this initial call the job coach should describe the program to the employer and ask to set up a meeting to discuss the program further as well as look at the various jobs which might be appropriate.

3. Meet with potential employers. At this meeting the job coach should again describe the program, focusing on the benefits to the employer. Benefits include: (a) on-the-job training provided at no cost to the employer; (b) a guarantee that the job will get done to company standards at all times during training; (c) upon completion of training the employer will have a dependable worker performing at company standards; and (d) the job coach will provide follow-along support if new job tasks arise or emergency situations occur.

If these benefits do not convince the employer the final incentive offered is the Targeted Jobs Tax Credit (TJTC). TJTC is a tax credit provided to employers who hire disabled persons. For more information on TJTC contact your local Job Services and/or State Employment Commission. It has been our experience that employers are open to the idea of job coaching and the guarantee of job completion from "day one" is enough incentive.

4. Conduct a job analysis. Job analysis can be conducted during the initial interview with the employer or a follow-up visit can be made for the sole purpose of conducting job analyses for all potential jobs at the particular worksite. Form B is the job analysis form used by CETVE. As can be seen data gathered on the job analysis form corresponds closely with the data gathered for the student employment screening form (Form A). The close correspondence between Forms A and B facilitates the next phase of screening - making a job/student match. Before moving to this next step, notice that job analysis is different from task analysis. Job analysis involves identifying the job components and skills, not the method by which each task is performed (task analysis is discussed under Placement).

Making a job/student match. Once Forms A and B are complete the job coach can begin to make job/student matchs in preparation for placement. Using Form C - Job/Student Compatibility Analysis Form the job coach can identify students who can be trained to perform a particular job. By counting the number of "X"s for each student which match the "X"s marked in the first column as most critical to the current position the job coach can identify which student is best for a particular job. In the case of ties the job coach's judgement will have to suffice. However, serious consideration should be given to transportation, school schedule, and parental support in the final decision. Finally, student interest in the job should be considered.

In summary, screening is the first phase in which all players (job coach, school personnel, VR counselors, parents, and employers) are involved. Only by gathering information from all individuals can the best job/student match be made.

Placement

Once a student is identified for a job the next stage is to place the student on the job. The first step in placement is to have the student interview for the job. Depending on the skill level of the student the job coach may choose to attend the interview or have the student "go it alone." In most cases CETVE's job coach was present but did not intervene unless the student had problems with a specific answer. The point to remember here is that the interview is a formality. The student already has the job so the interview can be a learning experience. In some cases employers will not want to hold an interview, however, we recommend at least a short interview, if for no

other reason than having the student and employer meet. One final, and important point to cover in the interview, is to inform the new employee of any probation periods used by the company.

In addition to preparing the job site there are a number of issues to be considered as the student is placed on a job:

(1) Liability - If the student is a hired, paid employee they will be covered by the business insurance. Their school system is not liable. Liability of the job coach will be discussed later.

(2) Academic Credit - CETVE students placed on competitive jobs received academic credit through the school system's cooperative education program. Most school systems can arrange similar credit. In addition, credit for other classes (e.g., Life Skills Math, Reading) can be earned if the student's IEP is modified accordingly.

(3) Transportation Training - While public transportation may be available for a specific student, he or she may not know how to ride the bus. CETVE's job coach was responsible for transportation training as well as all on-the-job training. While transportation training will not always be a concern, when it is, the job coach must plan the extra time to ensure the student gets to and from the job safely.

One person who can help facilitate transportation training is the VR Counselor by providing funds for training and travel. Once the student is successfully placed, on-the-job training begins.

Training

Once a starting date is confirmed, the job coach is available at the job site on a full-time basis until the new employee has mastered the new job. Two essential duties of the job coach are job-site training and advocacy. Job-site training involves direct instruction of all tasks required to perform a specific job, along with related skills such as social skills, transportation use, appropriate use of break time, and on-task behavior. Advocacy involves intervention on behalf of the student (e.g., arranging transportation, interviewing, counseling the employer and co-workers). The advocacy role is extremely important with mildly handicapped individuals whose problem may not be immediately visible. For example, supervisors and co-workers who do not "see" a handicap may provide the new worker with many directions at one time under the assumption that the person will then respond appropriately. It is the job coach's responsibility to

teach others how to interact with their new co-worker (e.g. providing simple step-by-step instructions, promoting "on-task" behavior to maximize cooperation).

Once training is begun, ongoing assessment is conducted by collecting observational data based on the written task analyses. Such data can be used to determine when the job coach should begin to fade from the worksite as well as provide employers and parents with feedback regarding the student's job performance.

Writing task analyses. A task analyses can be written in two ways; first, it can be written during the students' first week on the job as the job coach learns and teaches the job to the student, or second, it can be written before the student is placed on the job. Our experiences with mildly handicapped students indicates that writing the task analysis during the first week is sufficient, however, job coaches who work with persons with severe disabilities will find it useful to have the task analyses written before starting training.

In our experiences task analyses are divided into two types. The first type, Form D, lists each step that must be completed to accomplish the task (this is the more traditional task analysis). We suggest that when total step task analyses are developed the job coach meet with the employer to make sure that analysis is complete. If the employer is satisfied then the task analysis can serve as the job description for that particular job task. The second, Form E, is a summary task analysis. In this method the job coach does not observe and record the completion of each step, instead the product of a chain of events is recorded. The assumption being that if the trashcan is empty, or the office space (desk area) is clean, then the entire task was completed correctly.

Job modification. Another skill that the job coach must exhibit is that of job modification. Jobs can be restructured in four different ways by modifying the; (a) environment, (b) process, (c) machine, and/or (d) person.

Environmental modifications can be made in the physical layout, location of work environment, and through the use of assistive devices (e.g., jigs) A simple example of an environmental modification would be to allow a worker to perform a job sitting down rather than standing.

Process modification involves job restructuring and work place design. An example of job restructuring would be job sharing (i.e., two part-time employees performing the work of one full-time employee). An example of work station design would be to lay out a packaging job so that the person always began on the left side and finished on the right side with a completely boxed item.

Machine modifications are not typical because of the expense involved. One example of this process would be to modify a sorting machine that included a hand-pulled lever to seal packages by adding a foot pedal to relieve employer fatigue.

Finally, modifications can be made in the person. The use of a head pointer for typing is an example of this type of job modification.

In summary, during the training phase making job modifications, writing task analyses, and collecting daily data regarding student performance are the responsibility of the job coach. In addition, the job coach must serve as an advocate to ensure coworker and supervisor support once the job coach fades from the worksite.

While the job coach has the major role during training, teachers, VR counselors, parents, and employers also play important roles. Teachers can provide practice on job-related academic skills, such as telling time and reading a timecard and paycheck, as well as providing moral support for working. Parents can also provide encouragement and show interest in their child's new job. VR Counselors can provide financial assistance for any special clothing or equipment that might be needed to perform a job. The employer must sign-off on all task analyses (job descriptions) and can provide feedback on job performance as training continues. As would be expected, the greater the cooperation of all players, the more successful the job placement will be.

Follow-along

Once the student is performing some of the required tasks at company standards, the job coach begins fading from the job site. This period of follow-along allows the job coach to monitor problems such as reduction in productivity, the addition of new job tasks, and changes in the work schedule, (e.g., a new starting time may require additional transportation arrangements). By fading we mean that the job coach gradually removes him or herself from the worksite. Not here today, gone tomorrow.

When to begin and how long to fade are questions best answered by looking at the daily data on job performance. If a student consistently (e.g., 3 days in a row) performs a task independently then the job coach's presence is probably not needed while that task is being performed. While the temptation is to leave for "convenient" periods of time (i.e., mornings, afternoons) this is not keeping with the true purpose of fading. If the job coach can leave to perform job development activities, fine, but it must be remembered that the primary responsibility is to the student currently in training/follow-along.

Only after the student is performing all tasks at company standards independently does follow-along truly begin. At this point the job coach should determine a schedule of regular on-site visits. We recommend weekly for the first month, then twice a week for the second month, and then monthly thereafter. Whenever site visits are conducted the job coach should plan to gather two types of information: (a) direct observational data of job performance based on the task analyses developed during training, and (b) employee evaluation information from the supervisor/employer (Form F is CETVE's Employee Evaluation Form).

Finally, as students prepared for graduation, CETVE staff developed a transition plan that focused on the post-secondary services each person needed to make a successful transition. For example, Figure 2 is the transition plan of a student who will be entering competitive employment. The student has been referred to community agencies which can provide assistance in a number of related areas (e.g., further training, obtaining housing, and counseling services). For more information about CETVE's Transition Plan see CETVE Monograph #3 - Writing Transition Plans.

Replication Considerations

Establishing a cooperative model of transition is not a task to be undertaken at the last minute. Careful planning is needed. The following section presents a number of factors for school systems to consider when developing their own transitional model. Although some of the following issues have been previously discussed they are repeated here to emphasize their importance.

Interagency Cooperation

Interagency cooperation is critical to the success of any transitional model. Within the school, special educators, vocational educators, the Vocational Rehabilitation counselor, and CETVE staff collaborated in the identification and screening process to develop plans that directed students to appropriate work experiences. Through direct contact with the business community, job development activities by the Vocational Rehabilitation counselor and CETVE job coach provided school personnel with feedback regarding specific job openings for students, while business representatives and adult service agencies provided information on job market trends and resources available in community agencies.

Building an interagency cooperative transition program requires the understanding and recognition of the diverse backgrounds and philosophies of the various disciplines represented. Special educators, vocational educators, Vocational Rehabilitation counselors, and the various adult service agencies differ in many of the services

Figure 2

TRANSITION PLAN

Name_____ Date_____

Address_____ Phone Number_____

_____ Social Security #_____

Post Grad Plans_____

SERVICE	NAME OF AGENCY	ADDRESS	PHONE
Educational/Technical			
Training/Evaluation			
Residential/Housing			
Counseling Services			
Employment Services			
Transportation Services			
Leisure/Recreational Services			

THIS PLAN HAS BEEN EXPLAINED TO ME AND I UNDERSTAND ITS CONTENT

Parent Signature	Student Signature	CETVE Staff	Date

cc: CETVE, VR, EM

they provide, but many also overlap or duplicate services. For example, each of these disciplines utilize assessment instruments to evaluate various aspects of vocational aptitude. Different assessments can yield diverse data which must be integrated if it is to benefit students in selecting appropriate work experiences and creating transition plans.

Community-based work experiences and job coaching may be unfamiliar concepts to school personnel as well as to business and community leaders. These concepts need to be defined for the interagency collaborative team through inservice sessions. Likewise, the scope and sequence of vocational and secondary special education curricula should be addressed through inservice sessions to ensure all members of the interagency collaborative team are familiar with the content of these programs.

Finally, as students are placed and trained in various work experience sites, performance data collected by the job coach provides school-based personnel with important feedback on issues and problems students encounter in real-work situations which may be addressed through the instructional curriculum. Specific employer expectations with regard to production rates, social interaction, and self-direction on the job are important issues to address in vocational preparation classes.

Transportation

The need for reliable, low-cost mass transit is not unique to the issue of transition of handicapped students from school to work. The availability of public transportation has an impact on every aspect of independent community living including access to goods and services, medical care, educational and recreational resources, as well as access to employment. Limitations imposed by schedules and routes served by mass transit often dictate where and when persons with disabilities live, shop, and work. When mass transit is available, the job coach can overcome a student's lack of previous experience in using public transportation. If public transportation is not available, consideration must be given to alternate transportation resources such as co-workers or family members or else another student should be selected whose transportation arrangements are reliable. Implicit in these considerations is that jobs should be developed in close proximity to the student's home whenever possible. In many large urban centers students are often bussed great distances to achieve racial balance among schools. Jobs which are developed in proximity to the school, rather than the student's neighborhood, may be less responsive to quality to life issues than are worksites that do not require great commuting distances and work sites within more familiar neighborhood environments where students are more comfortable with independent access to the community. Furthermore, walking to work is possible when worksites are neighborhood-based. These

considerations should not rule out the selection of jobs that involve greater commuting distances, rather the student and his family should be consulted regarding their preference for worksite proximity.

Liability

Early in the development of transitional programs, school systems and collaborating agencies must address the issue of liability in the event that a student or job coach is injured during community-based training. While the initial administrative response to community training models may be not to permit them on the basis that the risks are too great, liability issues can be addressed by: (a) reviewing the school system's liability insurance to determine that all instructional activities on- and off-campus are covered; (b) determining the need for additional insurance for students and job coaches involved in off-campus job training; and (c) requiring all students and parents/guardians served by the program to sign an informed consent document before their community-based training begins.

Community-based Training

In addition to specific job skills training, community-based work experience also provides opportunities to teach students to utilize community resources. Transportation training, previously discussed, is imperative for students who independently travel to their job sites while skills in managing their earnings (e.g., how to cash paychecks, budgeting) are important goals for independent living.

Finally, community-based training offers opportunities for the community-at-large to become familiar with the demonstrated abilities of secondary handicapped students. Successful integration of handicapped students into competitive worksites depends, in part, on how the community accepts and supports community-based training.

APPENDIX A

CETVE FORMS

All CETVE forms were modified from Moon, S., Goodall, P., Barcus, M., & Brooke,V., (1985).The Supported Work Model of Competitive Employment for Citizens with Severe Handicaps: A Guide for Job Trainers. Richmond, VA: Virginia Commonwealth University. Rehabilitation Research and Training Center.

FORM A

CETVE
STUDENT EMPLOYMENT SCREENING FORM

Type: Initial _____ Ongoing/Employed _____ On-going/Unemployed _____

Number of Hours Student Works per Week _____ Months Student Works per Year _____

Student's Name _____ SS# _____

Date of Screening _____ Evaluator _____

MORE THAN ONE ITEM MAY BE CHECKED WHEN AN * APPEARS

1. *Availability	Will Work Weekends	Will Work Evenings	Will Work Part-Time	Will Work Full-Time
	_____	_____	_____	_____

Specifics/Comments:

2. *Travel	Uses Bus	Uses Bus and Transfers	Requires Bus Training	Travel Arrangements
	_____	_____	_____	_____

Specifics/Comments:

3. Strength	Low	Average	Strong
	_____	_____	_____

Specifics/Comments:

4. Endurance	Light Work/ Many Breaks Only	Light Work/ Few Breaks	Full Day/ Many Breaks	Full Day/ Few Breaks
	_____	_____	_____	_____

Specifics/Comments:

5. Orienting	Small Area Only	Several Rooms	Building Wide	Building and Grounds
	_____	_____	_____	_____

Specifics/Comments:

6. Mobility	Sit/Stand In One Area	Fair Ambulation	Stairs/Minor Obstacles	Physical Abilities

Specifics/Comments:

7. Rate	Slow	Steady/Average Pace Worker	Above Average Speed if Prompted	Fast Independent Worker
	____	____	____	____

Specifics/Comments:

8. Appearance	Unkempt	Just Clean	Neat and Clean	Dresses Well
	____	____	____	____

Specifics/Comments:

9. Communication	None	Some Key Words	Sentences (Impaired)	Sentences (Clear)
	____	____	____	____

Specifics/Comments:

10. Interaction Behavior	Low/Few Interactions	Polite When Given Instruction	Can Interact Socially Infrequently	Can Interact Socially Frequently
	____	____	____	____

Specifics/Comments:

11. Interfering Behavior	Many Unusual Behaviors		Unusual Behavior Infrequent	Minimum Interfering Behavior
	____		____	____

Specifics/Comments:

12. Attention To Task	Frequent Prompts Required	Intermittent Prompts/High Supervision	Intermittent Prompts/Low Supervision	Infrequent Prompts/Low Supervision
	____	____	____	____

Specifics/Comments:

13. Independent Task Sequencing	Performs 1-3 Tasks in Sequence		Performs 4-6 Tasks in Sequence	Performs More than 7 Tasks in Sequence
	____		____	____

Specifics/Comments:

14.	Initiation	Always Seeks Work	Sometimes Volunteers	Rarely Volunteers	Avoids Next Task
		____	____	____	____
Specifics/Comments:					
15.	*Adapting To Change	Learns New Task Easily	Accepts New Task	Is Confused By Change	Rigid Routine Required
		____	____	____	____
Specifics/Comments:					
16.	Reinforcement Needs	Frequent Required	Intermittent Sufficient	Infrequent Sufficient	Pay Check Sufficient
		____	____	____	____
Specifics/Comments:					
17.	Family Support	Goes Out of Way to Support Work	Somewhat Supportive of Work	Indifferent About Work	Negative About Work
		____	____	____	____
Specifics/Comments:					
18.	Financial Situation	Financial Ramifications Not Obstacle	Requires Benefits	Avoids Work Due to SSI Disincentives	Unwilling To Give Up Financial Aid
		____	____	____	____
Specifics/Comments:					
19.	Functional Academics	Cannot Distinguish Between Work Supplies	Distinguishes Between Work Supplies	Simple Counting/ Number Work	Simple Reading/ Some Words
		____	____	____	____
Specifics/Comments:					
20.	Time Awareness	Unaware Of Time and Clock Function	Identifies Breaks and Lunch	Can Tell Time To the Hour	Can Tell Time in Hours and Minutes
		____	____	____	____
Specifics/Comments:					

CHECK ALL THAT STUDENT HAS BEEN OBSERVED TO BE PROFICIENT IN:

Bus Tables _____	Stocking _____	Restroom Cleaning _____	Food Line Supply _____
Food Prep _____	Sweeping _____	Washing Equipment _____	Trash Disposal _____
Buffing _____	Assembly _____	Dish Machine Use _____	Food Serving _____
Dusting _____	Vacuuming _____	Mopping (Indus.) _____	Keeping Busy _____
Clerical _____	Other _____	Pot Scrubbing _____	

Additional Comments _____

_____

_____

_____

_____

FORM B

CETVE
JOB ANALYSIS FORM

Consumer's Name _____ SS#_____

Type: Initial _____ On-going _____ (D62)

Job Type _____ (Code, D5) Analysis Date _____ (D3)

Company _____ (D1)

Company's Address _____

Job Title _____ (D2) Evaluator_____ (D4)

Current Hourly Rate _____ (D6) Number of Hours per Week _____ (D60)

Is monthly net income $300.00 or more? yes _____ no_____ Months per Year_____ (D61)

Supervisor's Name _____ (D7,8)

Supervisor's Title _____ (D9) Supervisor's Phone#_____ (D10)

General Directions: DO NOT LEAVE ANY ITEM UNANSWERED!

Please indicate the most appropriate response(s) for each item based on observations of the job and/or interviews with employers, supervisors, and co-workers. More than one item may be checked when an (*) appears.

*1.	Schedule	Weekend Work Required	Evening Work Required	Part-Time Job	Full-Time Job
		_____ (D11)	_____ (D12)	_____ (D13)	_____ (D14)

Specifics/Comments:

2.	Travel Location (D15)	On Public or Handicapped Transportation Route	Off Public or Handicapped Transportation Route
		_____	_____

Specifics/Comments:

3. Strength: Lifting and Carrying (D16)	Very Light Work (4-5 lbs)	Light Work (10-20 lbs)	Average Work (30-40 lbs)	Heavy Work (> 50 lbs)
	_____	_____	_____	_____

Specifics/Comments:

4. Endurance (D17)	Light Work/ Up to 4 Hours	Light Work 8 Hours	Heavy Work/ Up to 4 Hours	Heavy Work 8 Hours
	_____	_____	_____	_____

Specifics/Comments:

5. Orienting (D18)	Small Area Only	One Room	Several Rooms	Building Wide	Building and Grounds
	_____	_____	_____	_____	_____

Specifics/Comments:

6. Mobility (D19)	Poor Ambulation/ Sit/Stand In One Area	Fair Ambulation/ Stairs/Minor Obstacles	Full Physical Abilities	
	_____	_____	_____	

Specifics/Comments:

7. Rate (D20)	Slow	Average Steady Pace	Above Average/ Sometimes Fast Pace	Continual Fast Pace
	_____	_____	_____	_____

Specifics/Comments:

8. Appearance Requirements (D21)	Grooming of Little Importance	Cleanliness Only Required	Neat and Clean Required	Grooming Very Important
	_____	_____	_____	_____

Specifics/Comments:

9.	Communication Required	None/Minimal	Key Words/ Signs Needed	Unclear Speech Accepted	Clear Commun. in Sentences/ Signs Needed
		_____	_____	_____	_____

Specifics/Comments:

10.	Social Interactions (D23)	Few/Minimal	Appropriate Responding	Social Interactions Required Infrequently	Social Interactions Required Frequently
		_____	_____	_____	_____

Specifics/Comments:

11.	Behavior Acceptance Range (D24)	Many Unusual Behaviors Accepted	Few Unusual Behaviors Accepted	No Unusual Behaviors Accepted	
		_____	_____	_____	

12.	Attention to Task/Perseverence (D25)	Frequent Prompts Available	Intermittent Prompts/High Supervision	Intermittent Prompts/Low Supervision	Infrequent Prompts/Low Supervision
		_____	_____	_____	_____

Specifics/Comments:

13.	Sequencing of Job Duties (D26)	Only One Task Performed at a Time	2-3 Tasks Required in Sequence	4-6 Tasks Required in Sequence	7 or More Tasks Required in Sequence
		_____	_____	_____	_____

Specifics/Comments:

14.	Initiation of Work/Motivation (D27)	Initiation of Work Required	Volunteering Helpful	Staff Will Prompt to Next Task	
		_____	_____	_____	

Specifics/Comments:

15.	Daily Changes in Routine (D28)	More Than 7 Changes	4-6 Task Changes	2-3 Task Changes	No Task Changes
		_____	_____	_____	_____

Specifics/Comments:

16.	Reinforcement Available (D29)	Frequent Reinforcement throughout Task	Reinforcement thoughout the Day	Reinforcement throughout the Week	Minimal Reinforcement/ Pay Check Only
		_____	_____	_____	_____

Specifics/Comments:

17.	Employer Attitude (D30)	Very Supportive of Workers with Disabilities	Supportive with Reservations	Indifferent to Consumers as Workers	Negative toward Workers with Disabilities
		_____	_____	_____	_____

Specifics/Comments:

18.	Employer's Financial Requirements (D31)	Financial Incentives Not Necessary	Requires Tax Credit or Incentive (e.g., TJTC, OJT)
		_____	_____

Specifics/Comments:

*19.	Discrimination	Does Not Need to Distinguish between Work Supplies	Must Distinguish between Work Supplies with an External Cue	Must Distinguish Between Work Supplies
		_____ (D35)	_____ (D60)	_____ (D36)

Specifics/Comments:

20.	Time (D39)	Time Factors Not Important	Must Identify Breaks	Must Tell Time to the Hour	Must Tell Time to the Minute
		_____	_____	_____	_____

Specifics/Comments:

21. Benefits of Job: (D40) Check all that apply:

_____ 0 = None
_____ 1 = Sick Leave
_____ 2 = Medical/Health Benefits
_____ 3 = Paid Vacation/Annual Leave
_____ 4 = Dental Benefits
_____ 5 = Employee Discounts
_____ 6 = Free or Reduced Meals

*22. Functional Academics	None	Sight Words/ Symbols	Simple Counting	Simple Reading
	_____ (D61)	_____ (D62)	_____ (D63)	_____ (D64)

Specifics/Comments:

COMMENTS:

1. Size of company (or number of employees): _____

2. Volume and/or pace of work:

   Overall: _____ This position: _____

3. Rate of employee turnover (percentage):

   Overall: _____ This position: _____

4. Number of employees in this position: _____

   During the same hours: _____

5. Number of non-handicapped employees in immediate area (50 ft. radius): _____

6. Is this position in the public eye? _____

7. Written job description available? _____

8. What are absolute "don'ts" for employee in this position (e.g., manager's pet peeves, reasons for dismissal, etc.)? _____

9. Environmental characteristics (physical barriers, extremes in temperature, etc.): _____

10. Level for Social Contact: (circle one)

(0) - Employment in a segregated setting in which the majority of interactions with nonhandicapped persons are with caregivers or service providers. Example: Sheltered Workshop, Adult Activity Center.

(1) - Employment in an integrated environment on a shift or position which is isolated. Contact with nonhandicapped coworkers or supervisors is minimal. Example: Night Janitor.

(2) - Employment in an integrated environment on a shift or position which is relatively isolated. Contact with nonhandicapped coworkers or supervisors is available at lunch or break. Example: Pot Scrubber.

(3) - Employment in an integrated environment in a position requiring a moderate level of task dependency and coworker interaction. Example: Dishwasher required to keep plate supply stacked for cooks.

(4) - Employment in an integrated environment in a position requiring a high degree of task dependency and coworker interaction and/or high level of contact with customers. Example: Busperson/Porter.

CHECK ALL THAT APPLY TO POSITION:

(D42) Bus Tables _____	(D50) Restroom Cleaning _____	(D58) Clerical_____
(D43) Food Prep. _____	(D51) Washing Equipment _____	(D59) Other _____
(D44) Buffing _____	(D52) Dish Machine Use _____	(D60) Pot Scrubbing _____
(D45) Dusting _____	(D53) Mopping (Indust.) _____	
(D46) Stocking _____	(D54) Food Line Supply _____	
(D47) Sweeping _____	(D55) Trash Disposal _____	
(D48) Assembly _____	(D56) Food Serving _____	
(D49) Vacuuming _____	(D57) "Keeping Busy" _____	

Additional Comments:_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

CETVE
JOB/STUDENT COMPATIBILITY ANALYSIS FORM

Analysis Date: _____ Job Title: _____

Employment Factor	*Considered Critical to Position	Name _____	Name _____	Name _____	Name _____
1. Availability					
2. Transportation					
3. Strength					
4. Endurance					
5. Orienting					
6. Mobility					
7. Rate					
8. Appearance					
9. Communication					
10. Social Interaction					
11. Interfering Behaviors					
12. Attention to Task					
13. Sequencing of Tasks					
14. Initiation					
15. Adapting to Change					
16. Student Reinforcement Needs					
17. Family Support					
18. Financial Concerns					
19. Functional Academics					
20. Time					
**TOTAL					

Compatibility: (List students' names beginning with the one currently most compatible and ending with the one currently least compatible).

_____
_____
_____
_____

*Indicate by placing an "X" in the column.
**Number of (x's) under student name that match a corresponding (X) under critical to position column.

FORM D

Men's Room

	1	2	3	4	5	6	7	8	9	10
Date										
START TIME										
1. Empty trash										
2. Flush if needed										
3. Squirt disinfectant in toilets/urinals										
4. Get toilet brush										
5. Get rag-blue										
6. Wash toilet/urinal #1 (inside & out)										
7. Flush										
8. Wash #2										
9. Flush										
10. Wash #3										
11. Flush										
12. Wash #4										
13. Flush										
14. Wash #5										
15. Flush										
16. Wash #6										
17. Flush										
18. Rinse blue rag										
19. Get red rag										
20. Spray chrome/walls # (glass cleaner)										
21. Wipe										
22. Spray #2										
23. Wipe										
24. Spray #3										
25. Wipe										
26. Spray #4										
27. Wipe										
28. Spray #5										
29. Wipe										
30. Spray #6										
31. Wipe										
32. Put red rag away										
33. Get blue rag & disinfect										
34. Squirt disinfectant in sinks										
35. Turn on water										
36. Wipe										
37. Turn off water										
38. Put blue rag away										
39. Get glass cleaner										

		1	2	3	4	5	6	7	8	9	10
Date											
40.	Spray chrome, counter mirror										
41.	Get paper towels										
42.	Wipe chrome, counter, mirror										
43.	Wipe out sinks										
44.	Throw paper towels away										
45.	Check soap level/fill										
46.	Get paper towels										
47.	Wipe chrome on door										
48.	Wipe water fountain										
49.	Empty trash by elevator										

FORM E

Morrison Group

Key 1 = correct
0 = wrong
* = detail clean

Date_____

TIME MONDAY (Sect. 1)

Trashcans 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Start_____ 16 17 18 19 20 21 22 23 24 25 26 27 28 29
Stop _____ Total _____

Areas 1 2 3 4 5 6 7 8 9 10 11
12 13 14 15 16 17 18 19 20 21
Total_____

TUESDAY (Sect. 2)

Trashcans 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Start_____ 16 17 18 19 20 21 22 23 24 25 26 27 28 29
Stop _____ 30 31 32 33 34
Total _____

Areas 1 2 3 4 5 6 7 8 9 10 11
12 13 14 15 16 17 18
Total_____

WEDNESDAY (Sect. 3)

Trashcans 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Start_____ 16 17 18 19 20 21 22 23 24 25 26 27 28 29
Stop _____ 30 31 32 33
Total _____

Areas 1 2 3 4 5 6 7 8 9 10 11
12 13 14 15 16
Total_____

THURSDAY (Sect. 4)

Trashcans 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Start_____ 16 17 18 19 20 21 22 23 24 25 26 27 28
Stop _____ Total _____

Areas 1 2 3 4 5 6 7 8 9 10 11
12 13 14 15
Total_____

FRIDAY (Sect. 5)

Trashcans 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Start_____ 16 17 18 19 20 21 22 23 24 25 26 27 28 29
Stop _____ Total _____

Areas 1 2 3 4 5 6 7 8 9 10 11
12 13

Total_____

TIME COMPLETED:_____

FORM F

CETVE
SUPERVISOR'S EVALUATION OF EMPLOYEE

EMPLOYEE EVALUATION

Trainee/Employee's Name:_____ Date Hired:_____
Job Title: _____ Current Date:_____
Job Site:_____
Job Coordinator:_____

Please circle the number that best represents your opinion about the trainee/employee's present situation.

1. The employee arrives and leaves on time.

1	2	3	4	5
Much too seldom	Not often enough	Undecided	Usually	Always

2. The employee maintains good attendance.

1	2	3	4	5
Much too seldom	Not often enough	Undecided	Usually	Always

3. The employee takes meals and breaks appropriately.

1	2	3	4	5
Much too seldom	Not often enough	Undecided	Usually	Always

4. The employee maintains good appearance.

1	2	3	4	5
Much too seldom	Not often enough	Undecided	Usually	Always

5. The employee's performance compares favorably with the other worker's performance.

1	2	3	4	5
Strongly disagree	Somewhat disagree	Undecided	Somewhat agree	Strongly agree

6. Communication with the employee is not a problem.

1	2	3	4	5
Strongly disagree	Somewhat disagree	Undecided	Somewhat agree	Strongly agree

7. The employee attends to job tasks consistently.

1	2	3	4	5
Strongly disagree	Somewhat disagree	Undecided	Somewhat agree	Strongly agree

8. Your overall appraisal of the employee's proficiency at this time.

1	2	3	4	5
Needs immediate improvement	Somewhat sub-standard	Satisfactory	Somewhat better than required	Much better than required

9. Do you wish to meet with a representative from the Project Staff?

YES NO

Additional Comments: _____

_____

_____

_____

_____

_____